College Name: Middlesex Community College   **Title:** Course Syllabus   **Semester:** Spring 2018
Course Number: PSY 204   **CRN:** 1178   **Course Title:** Child & Adolescent Development
Course Duration: Wednesday January 17, 2018-Monday May 14, 2018   **Credit Hours:** 3 credits
Office Hours: *Tuesday/Thursday 2-3:30pm.* **Department:** Social Science   **Instructor:** Dr. Ijego Nwachuku
Course Location: Online – Blackboard Learn   **Course Prerequisites**: ENG 101 & PSY 111
Meeting Time (days/hours):   This is a distance learning course and students are required to log on weekly to complete class assignments. ***Check Announcements, Mails and General Discussion Q & A*** each time you log on to the course.

Course Description:
This course will examine childhood from conception through adolescence, with emphasis on the areas of emotional, social, cognitive, language, and physical development. ***Prerequisites:*** ENG 101 & PSY 111

Note:
This is a required course for the Early Childhood Education Associate's Degree program, the Juvenile Justice Certificate Program, and a directed psychology elective for the Human Services Associate's Degree program. It is often required for nursing students and those seeking education certification. In addition this course serves as a useful social science or psychology transfer course.

Course Textbook:
Martorell, G. A., Papalia, D. E. and Feldman, R. D. (2014). A Child's World: Infancy
     Through Adolescence. (13th ed.). McGraw Hill publisher. ISBN: 978007803543

Phone: (860) 343-5814, this is my office phone number, do not use over the summer and it does not receive any "text" messages.
Email: Always use Blackboard internal mail, labeled as "Mails" in Course Menu. Use my official email only when you are unable to access Blackboard site, inwachuku@mxcc.commnet.edu.
College Email: You are required to access college emails to receive college information. Instruction on how to access your college email and forward your college email to your personal email can be found at
http://mxcc.edu/distance/student-technology-resources (scroll down to College Email section)
Class Participation: According to the Course Outline in the syllabus, you are required to log on several times a week to do:
   i.   the assigned chapter readings
   ii. read chapter PowerPoints materials
   iii. complete assignments,
   iv. read announcements,
   v.   check Messages in Blackboard, read all new Q & A, etc.
   vi. read and respond to at least one student's work

Course Objectives:
Upon completion of this course, the student will be able to:
   1. Examine the key theoretical perspectives pertaining to child and adolescent development and apply them in their individual and group activities.
   2. Explore and discuss the methodology and function of scientific research in the area of early childhood and adolescent development.
   3. Examine and describe different stages of development (Prenatal, Infant/Toddler, Preschool, Middle Childhood and Adolescent stages)
   4. Analyze and create the similarities and differences amongst the different developmental stages using different media eg. Venn-Diagrams, artifacts, pictures, PowerPoints, etc.
   5. Explore the developmental domains (psychosocial, cognitive, and physical development) in childhood and adolescent development.
   6. Examine the genetic and environmental factors which have an impacts on the developing child.
   7. Explore diversity issues in all learners (culture, abilities, and disabilities) within the context of socio-cultural environment.
   8. Apply what they learned to their personal and professional lives.

Course Outcomes:
The goal of this course (PSY 204) is to help students to build competency in children's development. Below are the course outcomes to support the course overall goal:
1. Understand the stages of child development and how they relate to the developmental domains.
2. Demonstrate the understanding of young children's characteristics, needs and interests using research-based information.
3. Learn children's challenging behaviors and how they affects the child's development and learning.
4. Study all developmental areas (emotional, social, cognitive, language, and physical development)
5. Have an understanding of different developmental theorists and their impact on children's development.
6. Develop an understanding of family and community characteristics and the ways to involve both groups in the growth and development of children.

Course Format:
This is an online class and as a result, weekly active discussion, participation, completion of work and exams are all very crucial for success in this class. Each counts as part of students' grades. We will be using course textbook and written materials in the form of Modules. Success in this class requires students' organization of their time and responding appropriately and always making sound and respectful responses to each other's postings. Each week different Module will be posted and opened. Every week begins on Saturday at 12:00am (midnight) and ends next week Sunday at 11:59pm.

NOTE: As I stated earlier, in case you are taking other classes with me this semester, do not post concerns or questions from other courses to this Course Discussion Forum. Understand that every online course is different and this course is not an exception. To succeed and be able to complete your work each week, you need between 9-12 hours each week. Please plan appropriately with your time, job and even the type of the technology available for you in completing this course.

Competence/Assessment:
These will be demonstrated in each chapter by:
Weekly Assigned Readings
Chapter Summary discussions
Chapter Reflections on What's Your View?
Examinations
Research Project on Boxes "Around the World", "The Everyday World" or "The Research World."

COURSE REQUIREMENTS/EVALUATIONS TABLES: My 1000 Point Worksheet

Categories	Weight by %	Point Value	Actual Scores
Self-Introduction on Discussion Board	1%	10	
SmarterMeasure Test on Discussion Board	1%	10	
Discussions Chapter Section Summary **(360/12 = 30 points each)**	36%	360	
Discussions "What's Your View?" **(240/12 = 20 points each)**	24%	240	
Research Project Paper with observation or interview component	18%	180	
Mid-Term Exam --------------chapters 1-8	10%	100	
Final Exam----------------------chapters 9-17	10%	100	
TOTAL POINTS:	100%	1000	

Total # of points/Letter Grade

Letter Grade	Point Ranges	Grade Point Value
A	930 - 1000	4.000
A-	880 - 929	3.667
B+	850 - 879	3.333
B	820 - 849	3.000

B-	780 - 819	2.667
C+	750 - 779	2.333
C	720 - 749	2.000
C-	680 - 719	1.667
D+	650-679	1.333
D	620-649	1.000
D-	580-619	0.667
F	579	0.000

Self-Introduction (10 points)

1. Tell us a about yourself, why you are in school, why you take this course. Share something of interesting about yourself such as hobbies, places traveled, languages spoken, food likes/dislikes, etc. (about a page)
2. Carefully answer the following questions:
a. What is your major and academic goals?
b. What has been your experience with children?
c. What do you expect to learn from this class and how do you plan to achieve your goal from this class?
d. Where do you see yourself in the next 3 years or after you graduate from MxCC?

You will post your summary report on the discussion board by *Sunday January 21, 2018.* This assignment is worth 10 points.

SmarterMeasure Assessment (10 points):

Before you start reading the textbook, you will take the self-assessment test, SmarterMeasure (READI). The test information can be found at http://mxcc.edu/distance/take-a-smartermeasure-test. After taking the test, you will analyze your test report and evaluate your readiness in learning online. You will write a summary report, discussing your strengths and challenges/weaknesses (yellow or red on the bar chart) providing the percentages. In the areas of weaknesses/challenges, discuss how you plan to improve your skills and ensure a success in this class. You will post your summary report on the discussion board by **Sunday January 21, 2018.** This assignment is worth 10 pts.

Discussions Chapter Section Summary (DCSS) - 360 points

The purpose of this assignment is to help you better understand basic concepts in child and adolescent development. In each learning unit, you will write a summary for the chapters assigned. This includes summarizing the areas covered on your selected "Guidepost for Study", what you have learned based from the "Guideposts for Study" and how you will apply the information into your field of study.

The Guideposts for Study can be found at the beginning of a chapter in the course textbook. You will select *one Guidepost from each assigned chapter(s) each week and discus as described above.* Please be aware that you should not directly copy the summary from the course textbook. You will summarize the section in your own words.

You will write and save your summaries in *word .doc or .docx* on your desktop and finally copy and post on the appropriate Discussion Forum on course blackboard. The length of the summary for each chapter is about 500 words. *This is due on Wednesdays of the week at 11:59pm.*

You are also required to write about 250 words comment on at least one student's summary and *this is due on Sundays of the week.* Font should be Time New Roman, 12, double-spaced. **Use APA Style Guide for in-text citation and the list of references** you used in writing the papers. Make sure you proof read your summaries as grammatical errors and typos will result in point deduction. Always refer the Chapter Summary Rubric below on how this assignment is evaluated.

NOTE: *Each week readings and assignments opens every Saturday at 12:00 am (Mid-night).*

DCSS GRADING RUBRIC: The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for both original post and one reply. Individual posts and replies to another student work must be substantive and thoughtful. Agree, not agree, like, not like, etc. responses will not be seen as thoughtful and substantive.				
Items	Exceeded/Met Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Initial Post 15 pts due Wednesday at 11:59pm	Provided detailed clear summary and covered 90-100% of the selected Chapter Section so that another student will be able to understand it and write a meaningful response to your summary. **13-15 pts**	Provided detailed clear summary & covered 75-89% of the selected Chapter Section so that another student will be able to understand it and write a meaningful response to your summary. **10-12 pts**	Provided some clear summary & covered <75% of the selected Chapter Section so that another student will be able to understand it & write a meaningful response to your summary. **<9 pts**	
Response 10 pts due Sunday 11:59pm	Provided meaningful response to at least ONE student's initial posted summary with clear explanations. **7-10 pts.**	Provided some meaningful response to at least ONE student's initial posted summary with moderate explanations. **1-6 pts.**	Did not respond to another student's initial posting. **0 point.**	
Overall Posting, Spelling/ Grammar 5 pts	Effectively presented the summary and response in an organized manner using complete sentences with at least 3 clear & well organized APA references. 0-3 spelling & grammatical errors **4-5 pts**	Moderately presented the summary and response in an organized manner using complete sentences with at least 2 clear & well organized APA references. 4-6 spelling & grammatical errors **2-3 pts.**	Summary presentation not organized, no response to another student's summary and no references. >6 spelling & grammatical errors **1 pt.**	

Chapter Reflections (CRs – 240 pts) *on "What's Your View?" on* Around The World, The Everyday World, & The Research world), boxes

In each learning chapter unit, you will see different article boxes with questions on *What's Your View?*

1. Select only one article on any of the categories - **Around The World**, **The Everyday World, & The Research world).**
2. Read and summarize the article in the box you selected indicating article title, chapter and page numbers.
3. Neatly write after your article summary the entire *"What's Your View" questions at the end of the article*.
4. Then write a reflection by responding to the *"What's Your View" questions*? Total of 300 words with 12 font size. Save your work as word .doc or .docx on your desktop. **Use APA Style Guide for in-text citation and the list of references**.
5. Finally copy your reflection and post on the appropriate link on Blackboard.

Refer to *Reflection Rubric* **below and** Learning Module in Blackboard for how this assignment is evaluated.

Make sure you proof read your work as grammatical errors and typos will result in point reduction. *This Chapter is due 11:59pm on Sundays (Same day your response to at least one student's DCSS work is due).*

Reflection GRADING RUBRIC: The purpose of this rubric is to measure individual student's Discussion responses on discussion Board. Points has been assigned for original Wednesdays activities. Individual posts must be substantive and thoughtful.				
Items	Exceeded/Met Expectation	Somewhat Met Expectation	Expectation Unmet	Total
Article 5 points.	Provided detailed clear summary of the selected article so that another reader will be able to understand and get its meaning without reading the article itself. **4-5 pts**	Provided summary of the selected article so that another reader will be able to understand and get its meaning without reading the article itself. **2-3 pts.**	Did not provide clear summary of the selected article so that another reader will be able to understand and get its meaning without reading the article itself. **1 pt.**	
Activity 10 points.	Provided clear and meaningful reflection & explanations on the questions (What's Your View?). **8-10 pts**	Provided mostly meaningful reflection & explanations on the questions (What's Your View?). **6-7 pts**	Did not provide meaningful reflection & explanations on the questions (What's Your View?). **<5 pts**.	
Overall posting,	Effectively presented the reflection in an organized manner using	Moderately presented the reflection in an organized manner using	Reflection not organized and with no references.	

presentation & References 5 pts	complete sentences with at least 3 clear & well organized APA references. 0-3 spelling & grammatical errors 4-5 **pts**	complete sentences with at least 2 clear & well organized APA references. 4-6 spelling & grammatical errors **2-3 pts.**	>6 spelling & grammatical errors 1 **pt.**	

Research Paper with observation/interview component (180 Points):

Each student will choose a topic in the field of childhood/adolescence development that is of personal interest. The goal of this assignment is two-fold: to be exposed to scientific research and to develop evaluative thinking skills. Choose a topic* pertinent to lifespan development that picks your curiosity or is personally meaningful. As students of psychology, we are engaged in a continuous cycle of questioning current knowledge and testing new ideas. To complete this assignment, follow the instructions and the format given by the Professor. (See the next few pages). *Late papers will not be accepted and student will receive zero points for the paper. In addition, any indications of plagiarism will automatically receive zero points.* Remember, this is a combination of research and field work/experience.

Step I: Choose a topic and develop and outline. *Below on page 11 you will find several research topic samples.* With these examples, you are free to formulate your own topics of interest and outline.

Step II: Research your topic with at least 3 related theorists (See grading rubric). Great research references and journal articles can be found via MxCC library databases or officially published book (not self-published books on Internet). *Look for Joy Hansen's reference tutorial on course Blackboard.* You must have at least five scholarly resources. Do not solely rely on informational web-sites for your research; this is not considered scholarly research. Wikipedia, Internet based web pages or an encyclopedia cannot be considered as one of your major five research sources but are regarded as extra but also important.

Step III: Depending on your topic, you will either observe a child, (or children,) **or** interview an adolescent and/or parents/relatives**. Students in Early Childhood Education** are required to observe a child or children not just interview. Your observation or interview serves as a documentation to support the research you are doing. For example, if you are researching *cognitive development during infancy,* you would observe an infant and compare the infant's cognitive milestones with the findings of your research. *Please note: you may use your own children, siblings or relatives to observe for this assignment but if possible for ECE Students preferably in a childcare setting.*

Step IV: Write your paper. Your paper needs to be 8 pages excluding cover and reference pages, paper font size should be 12 and Time New Roman, 12, double-spaced. Given that this is a college level paper, you must appropriately cite your resources. Use the APA standard of citation and references (APA guides found here: Mxcc.libguides.com/apa**). Look for Joy Hansen's reference tutorial on course Blackboard.** Make sure you proof read your paper for spelling and grammatical errors prior to submission. Do not merely rely on your computer's ability to check for these errors. It is only a machine and is not fool-proof. *See Research Paper with Observation/Interview Component Rubric below*

Research Paper with Observation/Interview Component Rubric				
Steps	Met Expectation	Somewhat Met Expectation	Expectation Unmet	**Total**
Research Topic & outline 10 pts.	Posted clear research paper topic & brief outline on due date. **8-10 pts.**	Posted clear research paper topic &brief outline 2-3 days late **6-7 pts.**	Did not post research paper topic & brief outline **0-5 pts**	
Research Theorists & Literature Reviewed 50 points	Conducted literature review in a clear detail understanding (clearly presented and very informative). Discussed and summarized at least	Conducted literature review in an understandable way (somewhat clearly presented & informative). Discussed and summarized about 2	Conducted literature review but shows no understanding. Discussed and summarized only 1 or no research theories on the topic. **0-36pts.**	

	3-4 research theories on the topic **45-50 pts.**	research theories on the topic. **37-44 pts.**	
Time Sheet/ Questionnaire with Observation or Interview Summary. 50 pts	Submitted completed signed observation time sheets or meaningful interview questionnaire and responses separately. Summarized observation or interview with detailed information on the topic **45-50 pts.**	Submitted unsigned observation time sheets or somewhat meaningful interview questionnaire & responses separately. Somewhat summarized observation or interview with clear information on the topic. **37-44 pts.**	Did not submit any observation time sheets or meaningful interview questionnaire and responses separately. Did not summarize observation or interview with detailed information on the topic **0-36pts.**
Observation or Interview & literature Comparison. 50 points	Clearly compared the milestones in the observation or interview with the findings on theories & literature researched with great understanding. **45-50 pts.**	Compared the milestones in the observation or interview with the findings on theories researched with much understanding. **37-44 pts.**	Did not show much understanding on how to compare the milestones in the observation or interview with theories researched. **0-36pts.**
Research Paper Conclusion 10pts	Very clear & informative conclusion of research **8-10 pts**	Understandable conclusion of research **6-7 pts**	Research conclusion not clear. **0-5 pts.**
Overall project 10 points	Final project organization, clarity, coherence, spelling grammar & APA style citations clearly followed **8-10 pts.**	Mostly followed final project organization, clarity, coherence, spelling grammar & APA style citations **6-7 pts.**	Did not follow final project organization, clarity, coherence, spelling grammar & APA style citations. **0-5 pts.**

Exams:

There will be *two exams* throughout the course. Each of the exams has 50 multiple choice questions. The schedule of the exams are listed in the Course Outline. All exams are online, open book and you are given 5 hours to complete after you have started the exam, although in an average, you only need 1-2 hours. Each exam is worth 100 points. When you take an exam, be sure to **ALWAYS** click on Save the Answer button under **EVERY** question you have answered.

Attention for Mobile Users:
You are able to access the course in a mobile device. Search for Blackboard Learn Mobile app. in your device and download it for free. Open the app and search for "Connecticut Community Colleges" log in page. You will log in with your 8-digit ID and password. Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts."

Spring 2018 Psy 204 Course Outline January 17, 2018 – May 14, 2018

Weeks & Dates	Reading Assignments	Assignments
Blackboard opens 1/10-16	Preparation and Orientation	Preparation and Orientation
Week 1 1/17-21	Discussions on - Self-Introduction - SmarterMeasure Test	Discussions - Self-Introduction d**ue 1/21** - SmarterMeasure Test d**ue 1/21**
Week 2 1/20-28	Chapter 1 Studying a Child's World Chapter 2 A Child's World: How We Discover It?	Discussions Chapter Summary Ch1 & 2 **due W-1/24** Response to one Student work **due S-1/28** Reflection - "What's Your View?"Ch1 or 2 **due S-1/28**
Week 3 1/27-2/4	Ch3: Forming a New Life: Conception/Heredity/ Environ.	Discussions Chapter Summary Ch3 **due W-1/31** Response to one Student work **due S-2/4** Reflection - "What's Your View?"Ch3 **due S-2/4**

| Week 4
2/3-11 | Chapter 4:Pregnancy & Prenatal Dev
Chapter 5: Birth & the Newborn
Start Searching for Research Paper Topic | Discussions Chapter Summary Ch4 & 5 **due W-2/7**
Response to one Student work due **S-2/11**
Reflection - "What's Your View?"Ch4 or 5 **due S-2/11** |
|---|---|---|
| Week 5
2/10-2/18 | Chapter 6: Physical Dev. and Health During the First Three Years | Discussions Chapter Summary Ch6 **due W- 2/14**
Response to one Student work **due S-2/18**
Reflection - "What's Your View?"Ch6 **due S-2/18** |
| Week 6
2/17-25 | Chapter 7: Cognitive Dev. during the First Three Years | Discussions Chapter Summary Ch7 **due W-2/21**
Response to one Student work **due S-2/25**
Reflection - "What's Your View?"Ch7 **due S-2/25** |
| Week 7
2/24-3/4 | Chapter 8: Psychosocial Dev. during the First Three Yrs. | Discussions Chapter Summary Ch8 **due W-2/28**
Response to one Student work **due S-3/4**
Reflection - "What's Your View?"Ch8 **due S-3/4** |
| Week 8
3/3-11 | ***Midterm Exam* Available from Thursday 3/8** | ***Research Topic with Outline due W-3/7***
Midterm Exam – Chapters 1-8 due S-3/11 |
| *Week 9
3/12-18* | ***Spring Break---------------No Class*** | ***Spring Break---------------No Class*** |
| Week 10
3/10-25 | Chapter 9: Physical Development and Health in Early Childhood
Chapter 10: Cognitive Development in Early Childhood | Discussions Chapter Summary Ch9 &10 **due W-3/21**
Response to one Student work due **S-3/25**
Reflection - "What's Your View?"Ch9 or 10 **due S-3/25** |
| Week 11
3/24-4/1 | Chapter 11: Psychosocial Dev. in Early Childhood
Chapter 12: Physical Dev. & Health in Middle Childhood | Discussions Chapter Summary Ch11 & 12 **due W-3/28**
Response to one Student work **due S-4/1**
Reflection - "What's Your View?"Ch11 or 12 **due S-4/1** |
| Week 12
3/31-4/8 | Chapter 13: Cognitive Dev. in Middle Childhood | Discussions Chapter Summary Ch13 **Due W-4/4**
Response to one Student work **due S-4/8**
Reflection - "What's Your View?"Ch13 **due S-4/8** |
| Week 13
4/7-15 | Chapter 14: Psychosocial Dev. in Middle Childhood | Discussions Chapter Summary Ch14 **due W-4/11**
Response to one Student work **due S-4/15**
Reflection - "What's Your View?"Ch14 **due S-4/15** |
| Week 14
4/14-22 | Chapter 15: Physical Dev. & Health in Adolescence | Discussions Chapter Summary Ch15 **due W-4/18**
Response to one Student work **due S-4/22**
Reflection - "What's Your View?"Ch15 **due S-4/18** |
| Week 15
4/21-29 | Chapter 16: Cognitive Dev. in Adolescence | Discussions Chapter Summary Ch16 due W-4/25
Response to one Student work due S-4/29
Reflection - "What's Your View?"Ch16 due S-4/29 |
| Week 16
4/28-5/5 | Chapter 17: Psychosocial Development in Adolescence.
All Research Paper components due 5/5 | ***All Research Paper components due Saturday 5/5***
Study and review for Final exam |
| Week 17
5/7-13 | ***Final Grade will be available in Student Self-Service via MyCommNet.*** | **Final Exam (Chapters 9 -17)**
Final Exam opens 5/7 at 12:00am and ends 5/9 at 11:59pm |

ADA Accommodations Statement: Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors,

in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Accessibility Statement:
Any student who feels s/he may need an adjustment based on the impact of a documented disability, please contact the office of Student Accessibility Services at 203-285-2231 in room S-202 to coordinate reasonable adjustments. Students then should contact the professor privately to ensure adjustments are received.
Additionally: Any person who states to be a personal care attendant/educational assistant may not sit in the class without the permission of Student Accessibility Services. If an additional person is warranted in the class due to a student's disability, SAS will notify the professor via email within the students' academic adjustment letter. If there are any questions or concerns, contact SAS at 203-285-2231.

Use of Computing Resources:
All resources and facilities of the Data Processing Labs, including the computer classroom sites, are to be used solely for the legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including but not subject to criminal prosecution in accordance with Section 53a-250, et seq., of the General Statutes.

Academic Honesty Statement:
At Middlesex Community College we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees' Proscribed Conduct Policy in Section 5.2.1 of the Board of Trustees' Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another's idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

Withdrawal Policy Statement
You may withdraw from this class any time before the end of the 11th week of the semester. A completed and signed withdrawal form must be on file in the Records Office by the deadline in order to receive a "W" on your transcript. If you fail to complete this process on time, you will receive a letter grade at the end of the semester, which will include zeroes for any work not submitted. Course withdrawals may affect financial aid and veteran's benefits. Please make this decision carefully and with the help of your advisor. See the Academic Calendar and the College Catalog for specific dates and procedures regarding the withdrawal process.

This course is important because it will strengthen the student's critical thinking skills and help them make the connection between psychology and everyday life. It will provide the student with a better understanding of why people behave the way they do, why psychologists conduct research, and be cognizant of the theories that guide research. The student will become acquainted with the breadth of the field of psychology and will obtain the core competencies as stated below, as well as a wealth on knowledge that will excite the student's curiosity and increase their understanding of people's behavior. The core competencies will provide the tools that will maximize the student's ability to learn and retain the subject matter of psychology.

<div align="center">

Middlesex **Community College**
Core Competencies

</div>

1. Communication Skills: Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.
2. Conceptual Skills / Critical Thinking Skills: Conceptual skills refer to organized, responsive and critical thought.   Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is

sensitive to context.   Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.

3. Quantitative Reasoning: Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: 1) to describe research problems or questions in terms of numerical, symbolic, and visual representation; 2) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; 3) to communicate and critique quantitative arguments.

4. Technological Literacy: Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.

5. Information Literacy: Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.

6. Aesthetic Perspective: The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.

7. Understanding of Diversity: Diversity means difference.   People may be different with respect to their ethnicity, race, culture, religion or national origin.   Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance.   We hope our graduates are able to recognize and appreciate these and other differences. This course is a D course. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.

8. Values, ethics, and responsible citizenship: Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service.

These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

More academic policies and procedures can be found at http://mxcc.edu/catalog/syllabus-policies

IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: **www.mxcc.edu/catalog/syllabus-policies/** or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: **www.mxcc.edu/nondiscrimination/.**

NON-DISCRIMINATION STATEMENT

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record.   The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

• Primary Title IX Coordinator Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123

@@@

INSTRUCTOR: Dr. Ijey V. Nwachuku
COURSE NUMBER/TITLE: PSY 204 – Child and Adolescent Development
PURPOSE: Field Observation Placement Time Sheet/Activities Spring 2018
COLLEGE: Middlesex Community College, Middletown
STUDENT NAME_____

SUPERVISING TEACHER'S NAME_____

PROGRAM NAME/ADDRESS/PHONE_____

_____
(**Neatly list ONLY all the daily activities observed and participated in. Do not describe children's activities here).**

DATE	TIME	DAILY ACTIVITIES OBSERVED/PARTICIPATED (Example)
1/17/18	7:30-:800am	**Arrival: Ushered & greeted children and parents during arrival.**

Once the observations are completed and before you leave the center for the last time, be sure to thank staff in writing and ask the Supervising Teacher to attest to the following:

TOTAL # OF HOURS:_____

STUDENT'S SIGNATURE_____

SUPERVISING TEACHER'S SIGNATURE_____DATE_____

This form can only be used if you will be doing any observation for your research project. If you conduct any interview or gave out questionnaire, you must submit both your interview or questionnaire and responses with the final paper.

Sample Research Paper Topics & Paper Format:

More possible topics and information (If there other topics you are interested in and are not listed, let the Professor know. Topics has to be in question form): Choose from the following:

1. Does teaching infants sign language help or hinder the language acquisition process?
2. Exploring Cognitive Development during Infancy and its Implications on Later Development
3. Is there a Critical period for Language Development
4. Investigating Cross-Cultural Differences on Mourning a Miscarriage or Stillbirth
5. Breastfeeding vs. Bottle-feeding: Implications on Children's Development
6. A Look at Autism Epidemic and Implications on Child's Development.
7. Exploring the Implications of Brain Development During the First Years of Life
8. A Detailed Study on World Infant Mortality Rate and Implications
9. How do parenting styles impact a child's level of physical activity?
10. Are children raised by parents with permissive or uninvolved parents less active than those raised by parents with authoritative or authoritarian styles?
11. Do students who listen to music while studying perform better or worse on exams?
12. How does bullying impact student achievement? Are bullied students more likely to have worse grades than their non-bullied peers?
13. Could packaging nutritious foods in visually appealing ways encourage children to make healthier food choices?
14. Do children who eat breakfast perform better in school than those who do not eat breakfast?
15. Which type of reinforcement works best for getting students to complete their homework: a tangible reward (such as a piece of candy) or social reinforcement (such as offering praise when homework is completed on time)?
16. Does birth order have an impact on procrastination?
17. Are first-borns less likely to procrastinate?
18. Are last-borns more likely to put off tasks until the last minute?
19. Is parental negligence a reason behind child obesity?
20. What is the influence of a narcissist mother on her child's mental wellbeing?
21. What is the association between obesity and television?
22. How is stress affected by individual differences?
23. What are the psychological reasons behind depression?
24. Is depression affected by gender?
25. How is a person's life affected by bipolar disorder?
26. What is the environment's role in personality development?
27. How is a person's achievements and personality affected by their birth order?
28. How is intelligence determined by the environment and genetics?
29. How and why are attractive people treated differently than the non-attractive ones?
30. What is the psychological effect of the hate crimes on the community and the victims?

In a research paper, the point of the paper is to integrate a number of works by different people relevant to a specific topic or issue. The paper must accurately present the positions of others and your evaluation of that body of research and/or theory is critical. Five references (sources) is the minimum requirement for the bibliography. Three of the five references must be peer reviewed journal articles. Your class text may be listed with the references.

The paper must be presented in an acceptable scholarly writing style. **For this course, the in-text citations and the bibliography page MUST be in APA format.**

Papers must be typed in Times New Roman, 12 point font, double-spaced, with 1 inch margins all around, and pages numbered. Typeface must be legible. Illegible work will be returned and a late penalty will be administered.